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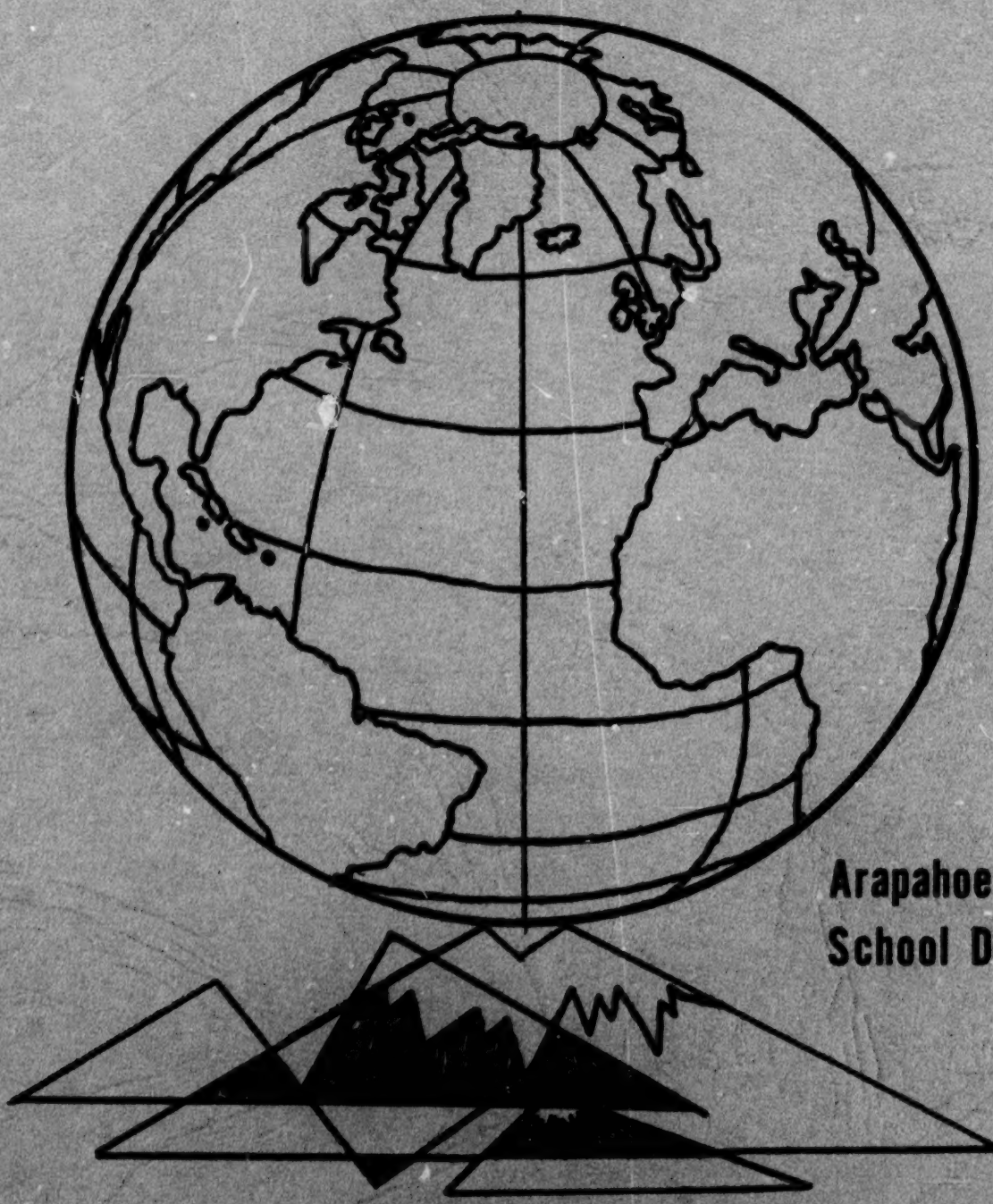
ABSTRACT

The unit experiences for the K-12 curriculum, including these for grade 1, were designed by the district staff to achieve a more comprehensive knowledge of the world in which we live; to develop the ability to think critically and creatively; to use inquiry and problem solving skills in human relations situations; to understand major social studies concepts; to understand and use wisely the cultural and physical resources of the world; and, to develop the skills and attitudes needed to cope with change. The first grade study of comparative family living will help the student become aware of the similarities and differences in various family patterns. Overview, objectives, motivational, developmental, and review activities, and content for each of the sub-units are summarized: 1) School Environment --physical plant school personnel, safety, things to do, and individual responsibility to the group; 2) Neighborhood Environment -- concept, changes, good citizenship, the urban and rural neighborhood; 3) Comparative Family Living --local, Hawaiian, Alaskan, Japanese, families; 4) Geography --personal and environmental directions, globes, and maps; 5) Our Flag and Country --leadership and citizenship, historical leaders and events; 6) Holidays and Special Occasions and Seasons. Testing and evaluation objectives and techniques for measuring the cognitive and affective growth of the student are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

EDO 54007

K - 12 SOCIAL STUDIES

CURRICULUM GUIDE



SP 001 139

Arapahoe County
School Dist. No. 6

LITTLETON, COLORADO

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A TEACHING GUIDE AND EXPERIENCE UNITS

K-12

S O C I A L S T U D I E S

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
Littleton, Colorado

April 1, 1968

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
LITTLETON, COLORADO

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ACKNOWLEDGEMENT

The professional staff of School District Six is to be commended for their efforts and contributions relative to the development of the K-12 Social Studies Curriculum. Areas of emphasis included research, writing, piloting, and evaluation of the K-12 Social Studies Program.

Special recognition should be given to all of the classroom teachers who devoted many hours to writing the experience units at the various levels. Also to the pilot teachers for their willingness to work with the program in order that the teaching guide and units could be evaluated, revised and the most appropriate materials identified.

Outstanding leadership was provided by the teachers and administrators who were members of the K-12 Social Studies Committees during the four year period of development.

Special acknowledgement should also be extended to the Elementary Social Studies Core Team members, Miss Lois Schoeneck, Primary Chairman, Miss Helen Davis, Intermediate Chairman, Mr. Wallace Barth and Mr. Donald Yocum, Administrative Advisors, and to the Secondary Social Studies Council for their dedication to the project.

DISTRICT PHILOSOPHY

We believe:

I. That man possesses an awareness of the universal through his very nature

II. That students have the inherent ability and responsibility to be useful citizens in a democratic society; and that they must be schooled to their commitment in the ever-developing processes of preserving and promoting a democratic way of life.

III. That in the inevitable process of change, it is necessary for the student to understand and cope with the complexities which involve man's behavior as a social entity

IV. That the search for truth necessitates the scientific scrutiny of an unlimited diversity of knowledge

V. That the Social Studies have as their underlying principles--the development of conceptual understandings, the development of attitudes and appreciation, and the development of skills and competencies in the various disciplines

VI. That it is the teacher who holds the strategic position in guiding the learning experiences of the student

DISTRICT OBJECTIVES

It is our purpose to develop within the student through the acquisition of knowledge in the social studies the following attributes:

I. A respect for the rights and opinions of others

II. The ability to work in group situations as well as working individually

III. Capacities for effective participation in the social groups of which the student is a member--home, school, and community

IV. A commitment to well-informed, alert, and responsible citizenship

V. A realization of the value of the quest for excellence both for self-realization and social usefulness

VI. The ability to think critically and creatively and use problem solving skills in situations involving human relationships; to locate, evaluate, select, organize, and present information effectively; and to base action on sound conclusions

VII. An understanding of the major concepts present within the Social Studies

VIII. Ability to function effectively as producer and consumer

IX. The individual's wise approach and utilization of world resources

X. An understanding of the interdependence of men and nations

XI. A realization of the inevitability of change and the development of some of the skills and attitudes needed to successfully cope with change

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
Littleton, Colorado

K-12 SOCIAL STUDIES SEQUENCE

K	Introduction to Home and School Living
1	Comparative Family Living
2	Homes and Schools Around the World
3	A Comparative Study of Community Living
4	Geographical Regions of the World
5	United States History and Geography
	Depth Study of Colorado
6	Canada and Latin America
7	Introduction to the Social Studies
	Interdisciplinary Study of Europe, Australia,
	and New Zealand
8	Modern Non-Western World
9	United States History through the Civil War
10	United States History from Civil War to Present
11	World Hiscory
12	Contemporary Civilizations (and/or electives)

ELEMENTARY SOCIAL STUDIES OVERVIEW

Unit experiences at the primary level are designed to achieve a more comprehensive knowledge of the world in which we live. A necessary facet of interpreting and understanding the physical and cultural environment is a study of geographic skills and content. Similarly, specific units emphasize democratic values, ideals, and processes.

In kindergarten the children are guided toward observing familiar places, people, and experiences with increased understanding. A first grade study of comparative family living will help the student become aware of the similarities and differences in various family patterns. At the second grade level a study of homes reflects the influences of geographical and cultural factors in group living. In third grade a comparative study of community life, past and present, provides the pupil with a greater background of experience and understanding in the world of people and events.

Maintaining the continuity and sequence developed in K-3, the fourth grade unit, "Metropolitan Denver Area," will initiate the study of geographic regions of the world. The unit has experiences which foster an understanding of the interdependency of people in carrying on life's daily activities and securing basic needs. Emphasis is placed on the regional topography, geographic factors, and people's adjustment to surroundings. At the fifth grade level content material includes the history,

geography and economics of regions of the United States. The depth study of Colorado draws a relationship between the state, the nation, and the world. Emphasis is placed on Latin America and Canada at the sixth grade level.

At the intermediate level geography units include a study of man's relationship to his environment and the structure of society in various regions of the world. Emphasis is twofold: (1) To know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy. (2) To recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations.

SECONDARY SOCIAL STUDIES OVERVIEW

The guiding principle governing the sequence of courses on the secondary level is twofold. First, the disciplines are to be studied separately as a specific aspect of man's being. Second, the areas of study selected are the necessary foundational ideas of civilization. Beginning with the root development of ideals and values in Europe, which is developed in the last semester of grade seven, and followed by the same approach of the non-western world in grade eight, a foundation is prepared for the United States history at the ninth grade level, concentrating on historical background of Modern America to the Civil War Period. The United States History course in grade ten will then develop the United States from its beginnings as a world leader to the United States in world perspective. The course in grade eleven will concentrate on the evolution of the world to the present. It will draw from all the disciplines and prepare the student for the culminating course of grade twelve--Contemporary Civilizations. With the conclusion of this course all disciplines, present within the Social Studies, will have been presented in a world-wide scope.

DISTRICT CONCEPTS

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICA
Kindergarten	The distinctive character of one's surroundings is influenced by his economic status.	Everyone has a historical heritage.	Families congregate where geographical conditions are favorable.	Rules a for the of grou
First	Family incomes vary.	Every family has an historical past.	Everyone has a geographical setting.	Members munity ent upo other.
Second	Community services fall into two categories, tax-supported and privately initiated.	Communities differ in their historical development.	The type of home is influenced by the geographical location.	Facili tect o proper tained ities.
Third	Mankind is economically interdependent for food, clothing, communication, and transportation.	The initiative of earlier people has established the foundation of our present civilization.	Man faces the need to compromise and adjust to his physical surroundings.	Many contri make great

DISTRICT CONCEPTS

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
as a	Families congregate where geographical conditions are favorable.	Rules are necessary for the enjoyment of group living.	The basic unit of group living is the family.	All people of the earth are not the same.
ly tori-	Everyone has a geographical setting.	Members of a community are dependent upon one another.	While all people are somewhat alike, differences must be respected.	Family customs and social rituals vary throughout the world.
s ori- p-	The type of home is influenced by the geographical location.	Facilities to protect our lives and property are maintained in communities.	Man is becoming more dependent upon other indiviiduals and groups to meet his basic needs.	Homes in other lands bear certain similarities to and differences from homes in our country.
tive people ished tion of t on.	Man faces the need to compromise and adjust to his physical surroundings.	Many people have contributed to make our country great.	The combined efforts of diverse peoples are necessary for community living.	Communities in other lands can be compared to communities in our country.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL
Fourth	Man has unlimited wants, but must adjust to limited supply.	The history of an area is the summation of of biographies of the individuals within the area.	Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carryin life's dai ivities to basic need tend to in systems of
Fifth	The United States Economic system is based upon the exchange of goods and services.	The historical development of the United States has been influenced in part by events from Europe.	Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy government people, ei directly elective atives. ative gove in the Un States de an active participa
Sixth	A nation's growth and development are interrelated with its available raw economy.	Man is aided and influenced by ideas and implications of the past.	Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The value democrati ment may through a factional ing, graf of power itary dom

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
f e s d- he	Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carrying on life's daily activities to secure basic needs, people tend to institute systems of control.	A city is made up of diverse types of peoples highly interdependent institutions and organizations.	The customs of peoples around the world are influenced by environment.
al of ced	Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy is a government by the people, either directly or through elective representatives. Representative government in the United States depends on an active citizen participation.	Every individual has worth and has a right to develop his potential to the fullest.	Our national character is influenced by the contributions of many regions of our country.'
ed of	Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The values of a democratic government may be lost through apathy, factional fighting, graft, abuse of power and military dominance.	All peoples have similar characteristics and the same basic needs.	Cultures and civilizations are constantly changing. Man must adjust to this change to achieve progress. Cultures are influenced by constant and ever-changing interrelationships with other cultures..

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SC
Seventh	Economics is the science of the distribution, production and consumption of goods and sources.	History is the branch of knowledge which records past events. A survey of this branch of knowledge is invaluable as a basis for understanding the contemporary problems and nature of the world.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Sc deals with t structure an theory of go ment as it to the cont tem of any or country. nature of t political s which will in any nati pends in pa its citizen
Eighth	Man's effective use of human and natural resources is a determining factor in a nation's stability, worth, and effectiveness.	The history of the Non-Western world is composed of the cultural and philosophical developments of this area. The contact of the West and Non-West has produced a mutual exchange of ideas and illustrates the interactive quality of history.	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change itical powe flects char cultural an torical pa Conflict h a basic an amental fa the growth developmen civilizati

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
he ow- re- ur- ow- al- asis nding rary nat- orld.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Science deals with the structure and theory of government as it relates to the control system of any nation or country. The nature of the political system which will evolve in any nation depends in part upon its citizens.	Sociology is the social science which is an attempt to understand the nature of and the influence of the forces which act upon social reality. The task of the sociologist is to study the nature of social reality, to analyze its structure and to understand its influence on human behavior.	Anthropology is the study of culture. Man must communicate with his contemporaries through language to survive.
of the world of the phil- velop- s area. of the -West a nge he quality	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change of political power reflects changing cultural and historical patterns. Conflict has been a basic and fundamental factor in the growth and development of civilization.	Every society develops a culture of its own even though some of the ideas are borrowed from other cultures.	Adjustments on a local basis to differences arising from contacts with other cultures have accelerated changes in life.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLI
Ninth	In the United States as man progressed in ability to use and control human and natural resources, more intricate forms of economic organizations emerged. The move from a subsistence economy to a surplus economy characterizes the beginning of the rise of the United States to a world position.	As western civilization sought contact with the East a new world was discovered. The European response to change led to the settlement of the new world and the rise of new nations. One of the new nations, the United States, is a product of a historic civilization responding to challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The is a luti Euro tuti indi beli prop "sha
Tenth*	An economy where government is a more active partner is a growing American trait.	History is a record of man's answers to the challenges of each period in his history. The successful accomplishment of each response leads to further problems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Poli tion the comp erat for peac Inte flue nati men

*To be revised fall of 1969.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
civil- ght contact st a new iscovered. n response ed to the of the new he rise of . One of ions, the es, is a a historic n re- challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The United States is a continued evolution of the European institutions. An individual's political beliefs are directly proportioned to his "share" in the system.	The society of the United States is not completely harmonious: some form of social disorganization has been present. This society is built on the complex needs and desires of humans.	The culture of the United States while predominantly Anglo-Saxon, was influenced by various minority groups.
a record swers to ges of in his he suc- omp- each ads to olems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Political institutions are built on the necessity of compromise and moderation allowing for evolution and peaceful reforms. International influences develop national commitments and philosophies.	Technological developments tend to hasten social changes.	Technological developments tend to hasten cultural changes.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POL
Eleventh*	Economic conflict stems from the inequality between the unlimited wants of mankind and the limited availability of resources.	Because change is an inevitable force, history is the record of civilizations facing or resisting this force. Flexible civilizations achieve progress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The more as adv cal
Twelfth*	Economic understanding helps man survive in the present-day world.	History is a process; a continuing development involving constant change.	Geographical knowledge is necessary for man to understand the world of today.	Ma him iti con wor dep the man an in nat

* To be revised fall, 1968.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
hange is able istory ecord of ions fac- esisting e. Flex- ilizations rogress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The world becomes more interdependent as nations and men advance technologically.	All characteristically human behavior is learned from other human beings through group interaction. Man is by nature a gregarious creature and in order to understand him one must understand the various groups with which he associates.	Man, his institions and his culture are interactive.
is a a con- levelop- lving change.	Geographical knowledge is necessary for man to understand the world of today.	Man identifies himself politically in the contemporary world. Interdependency of the world forces man to achieve an identification in the international community.	Aesthetic realization and identification helps man to live a richer life in the contemporary world.	Aesthetic realization helps man to live a richer life in the contemporary world.

FIRST GRADE

Units

School Environment

Neighborhood Environment

Comparative Family Living

Geography

Our Flag and Country

Holidays and Special Occasions

SCHOOL ENVIRONMENT

SCHOOL ENVIRONMENT

I. Overview

During the first few days of school, the responsibilities of the personnel and the physical plant should be discussed. Safety measures and pupil conduct should be discussed and observed throughout the school year.

II. Objectives

A. To understand group living from home to the school group
B. To learn good standards of group living, responsibility, and respect for others.
C. To learn the locations and functions of the different rooms in the building.
D. To learn about the school personnel
E. To learn the importance of each of these people to the school
F. To develop respect for and appreciation of these people

III. Content

A. Discuss the physical plant--the classrooms, administrative offices, nurse's room, gym, lunchroom and kitchen, custodian's room, library, boiler room, work room, and other special rooms in the school. Develop the concept that your school room may be typical of many school rooms throughout Littleton.
B. Learn the names and duties of the school personnel. What is the principal's job? What is the teacher's job? What is the secretary's job? What are the jobs of the nurse, custodian, cafeteria workers, librarian and bus drivers?
C. Carry on a safety discussion. (The safest way to school; playground, cafeteria, hallways and classroom rules; rest room facilities; riding a school bus and fire drills.)
D. Discuss some of the things you will be doing in school during the year. What are some of the things we must learn to do? Why must we learn to do them? Why must we sometimes do things we don't like to do?
E. Help the children to an understanding of the individual's responsibility to the group. During the discussion, ask the children to consider how they are helping when they do things willingly without having to be asked a number of times. Point out that as responsibilities increase, so do the privileges. Helpfulness can be expressed in many forms. Discuss how you can help other children at school.

IV. Activities

A. Physical plant
   1. Tour the building.
   2. Draw a map, floor plan or cutaway.
   3. Dramatize good manners at school, in the halls and rooms.
   4. Make posters enumerating good manners.

5. Draw a favorite room indicating as many details as possible.
6. Discuss the things children can do in various rooms.
   a. Lunchroom - Eat and talk quietly, pick up crumbs. Do not talk with food in your mouth.
   b. Gym - Use equipment as you are taught. Put equipment away. Remember to bring belongings back to classrooms.
   c. Washrooms - Try not to spill water on floor; use only one towel. Throw towel in wastebasket. Flush toilet.
7. Re-tour building, tracing route on bulletin board map.

B. School personnel
1. Draw or paint a picture of the school family. (Write the names and title under each picture. These can be made into a scrapbook entitled "Our School Helpers.")
2. Take the children to visit the principal and the school office. (Help the children to write a letter to the principal, asking if they may visit at a convenient time and mentioning some of the things they hope to see; for example, the people who work in the office, the public address system in operation, the office equipment, etc.)
3. Plan visits to meet other workers and make visits to where their work is centered. (Observe them in the performance of their regular duties.)
4. After visits are made, make a list of things observed during the visit. (Pictures may be drawn using the lists for guides.)
5. Have children take turns being the room custodian for a day. (Later, have each child tell the class what he did and why he did it. Have the children discuss why it is important for them to cooperate with the custodian.)
6. Draw one duty each worker performs.
7. Dramatize the work of the school helpers. (Other members of the class can guess. The children can make their own props.)
8. Write letters thanking various workers for their help.
9. Listen for sounds of helpers in the building as they perform their duties (typewriter, telephone, adding machine, duplicating machine, sweeping, etc.).
10. Recall various odors associated with the work of the school helpers (cleaning fluid, paint, wax, polish, antiseptics, aroma of food).
11. Have the class make a mural of the school. (The mural shows the people who work in it and the work that is going on.)
12. Ask each child to make up a "Who Am I" riddle describing something that someone among the school personnel does. The rest will guess the answer.

C. Safety
1. Tour the playground and bicycle area. Discuss safety rules.
2. Make pictures or crayon mural of playground.
3. Have a comparative discussion of how halls would be with or without safety rules.
4. Discuss and demonstrate room regulations. Make a chart of rules for the class to follow.
5. Observe people in good and bad safety rules.
6. Invite resource people to speak to the class (example, safety patrol).
7. Make a safety book. Write sentences and illustrate.

8. Have the children draw pictures and make up stories illustrating the safety principles they learned. Put these drawings on a T.V. roll and show them to the rest of the class.
9. Construct some of the signs and traffic controls used in your community. Use them in dramatized situations to demonstrate safety points the children have learned.
10. Arrange chairs to resemble a bus or a car. Let children dramatize the correct procedure for getting in and out safely.
11. Construct a bus of cardboard boxes. Discuss manners, safety rules, etc., for bus drivers.

D. Learning at school
1. Write a group letter to another school.
   a. In Littleton (through "pony" - mail system used in school district) or
   b. In another part of the United States (include pictures, letters, etc.).
2. Visit another classroom in the school. Teacher and students may contrast and compare schedules and activities of the two classrooms.
3. Help the children act out something they might do during a play period.
4. Help the children act out some things they might do during a work period.
5. Make a simple floor plan of the schoolroom on the flannel board. Simple cut-outs of the classroom furniture could be used to show how the furniture is arranged.
6. Give each child a large sheet of manila paper. Fold these sheets into six squares and instruct each child to draw a picture in each square of different jobs or responsibilities he has at school that contribute to making the day run smoothly.
7. The group may dictate a chart telling all the ways they had fun at school during the day. Point out that work can sometimes be fun.
8. Have the children ask their parents who owns the school and who pays for the materials used there. Ask them to report to the rest of the class what they learned. Follow their discussion of why it is important not to waste materials and what taxes are.
9. Have each child make a poster showing a typical activity by which he and his classmates learn.
10. Make a chart of classroom work. For a specific length of time, set aside a planning period. Let the children plan how to get this work done in the most efficient manner.

E. Self image
1. Discuss helpfulness. (Have you ever helped another child or person? Tell how. Have you ever received help? Tell how. Can you think of times you have seen someone doing something kind for someone else at school? Tell about these times. Suggest several "helping situations." Each child may draw a picture of himself doing something for someone else in a helpful way. Arrange several dramatic play activities so that each child has a chance to participate.)
2. Have each child draw or cut and paste magazine pictures for a booklet or cards that could be enjoyed by someone sick, a

shut-in, or another person for whom the individual child would like to do something nice.

3. As a class project, have each child construct something in the way of a favor or decoration to brighten the rooms of patients at a local hospital or children's home. Have the children actually grow seeds or cuttings in their flowerpots. Petunia seeds work well for this project.
4. Ask the children to think of as many ways as they can to finish this sentence. "Our schoolroom is beautiful because _____." Make a chart for the best sentences.
5. Make a chart entitled "Ways I Can Help to Have a Good Classroom." (Include Listening when others speak, being polite, waiting my turn, doing my share of the work.)
6. Make good citizenship rules for the schoolroom. Elect a class citizen of the month.

V. Culminating activities

A. Do students remember location of school facilities and tools?
   1. Duplicate a list of the workers in the school and list of the rooms where they are found. Have children match them.
   2. Re-tour the building, tracing route on bulletin board map.
   3. Use bulletin board floor plan. Ask questions and have the children show where they would go. Trace route.
   4. Learn the location of the school's telephone.
   5. Learn the location of brooms, brushes, etc.

B. Do students remember adult leaders in the school?
   1. Did the children learn the names of the school workers, the kinds of school workers in their school, and the duties each perform?
   2. Did the children gain an appreciation of the contributions of the school workers?
   3. Did the children learn how important it is that they help or cooperate with the school workers?

C. Do students show awareness of safety experiences?

NEIGHBORHOOD ENVIRONMENT

NEIGHBORHOOD ENVIRONMENT

I. Overview

The first grader is primarily concerned with himself and his immediate environment. This unit is designed to give the young child a better perspective of his environment and to expand this interest to the neighborhood.

The approach used in this unit of study will be to acquaint the child with his own community, its functions and services, and to compare it with a rural community. An introduction will be made of how neighbors help one another and what the role of an individual may be in making the neighborhood a better place to live.

In achieving the goal of human understanding, it is necessary to study and to become aware of those factors which unite people who differ in thoughts and beliefs, but who are alike in their needs and humanness.

The approximate length of teaching time should be three to four weeks. The teacher may find it more convenient, and appropriate, to study the rural section in the spring in order to more closely relate the material to seasonal activities.

II. Objectives

A. To develop an understanding that the neighborhood is an area where young people live, play, shop, and go to school.

B. To develop an understanding of the cooperation needed from families and community workers in order to carry out certain services and functions

C. To develcp an understanding of how good citizens help one another by participating and by cooperating.

D. To develop an understanding of how community workers and their services affect our lives.

E. To develop a knowledge that neighborhoods reflect similarities as well as differences

F. To recognize and appreciate elements of human relations

G. To develop an interest in the ability to become a good citizen in the neighborhood

III. Content

A. A neighborhood
   1. The neighborhood is an area where people live, play, work, shop, and go to school and church.
   2. It is an area which involves all the people.
   3. These people are neighbors. Neighbors are people who live near each other and who may work and play together.
   4. There are many kinds of neighborhoods. Some are a part of larger neighborhoods.
   5. Our neighborhood is a part of the city called Littleton.
   6. Neighborhoods may vary in size and distinguishing characteristics.
   7. People of varied ethnic backgrounds may comprise a neighborhood (pictures to illustrate this).
   8. A neighborhood area may reflect economic differences.
   9. The neighborhood may provide resources (agencies, departments, libraries, parks) for the people who live there.
   10. There may be shopping centers where people go to fulfill their basic needs.
   11. Schools and churches may be a part of the suburban-urban neighborhood.

B. Changes in the neighborhood
   1. Areas in which buildings are torn down.
   2. Repairs and improvements on public and private buildings.
   3. New buildings.
   4. Families may move into or out of a neighborhood for different reasons.

C. Good citizenship in the neighborhood
   1. There are traffic rules to follow when walking or riding bikes.
   2. Consideration should be given other people and their property.

D. Urban neighborhood
   1. How did the city develop?
      a. A man came with his family and built a house. Soon other families came and built houses.
      b. The farmer drove his cattle home day after day along the same path. The path widened and soon there was a road.
      c. A man opened a store in response to the need of those who lived in the area. Continued demand for goods and services led to the establishment of more stores.
      d. Continued expansion (more people moving into the area) results in city growth.
   2. Why do urban dwellers have a variety of jobs?
      a. There are many kinds of jobs, but many people are specialized.
      b. Where do the people work?
         (1) Some work in their own neighborhoods.
         (2) Some travel to places far from the neighborhood and must take buses, drive their own cars, join a car pool, or take some form of public transportation.

3. What do the people do for entertainment?
   a. They may go to the neighborhood parks.
   b. They might wish to go shopping in the big stores.
   c. Some people visit museums or zoos.
   d. Some find entertainment at home, such as barbecuing in the back yard.
4. Why do schools in the urban area vary?
   a. The schools may be old or new, large or small.
   b. They may be a special kind of school, such as a music, medical, dancing, or an art school.
   c. Some public schools are within walking distance of the children's homes. Some children must take a bus to school.
5. How do the houses vary? Why?
   a. Different houses in the neighborhood may be described (ranch style, tri-level, two-story).
   b. In some areas the houses will be mostly old ones, while in other neighborhoods the houses may be new.
   c. Some homes may be in tall buildings called apartment buildings with elevators to take the people up and down.
6. How do families in the area vary?
   a. Families will vary in size and membership.
   b. The families may be old or new to the neighborhood. Some have lived there for a long time and have watched the area grow.
   c. The families come from many places, the farm, small towns, other big cities, other countries.
   d. The families may have different races, religions and backgrounds.

E. Rural neighborhood
1. Why do the jobs of rural dwellers vary?
   (Some are specialized just as they are in the city, such as doctors and dentists. Many rural dwellers are farmers.)
2. In what ways may the land in rural neighborhoods be put to use?
3. What types of produce may be grown on the land? Why does the farmer need to make a choice of crops? Do some farmers specialize? Why?
4. Why are there different kinds of animals on a farm? May one farmer raise just one type of animal? Why?
5. How is a farmer's income related to what he produces?
6. Why does the farmer need modern equipment? What types of tools and equipment does he need?
7. Why is it important to learn of newer methods for caring for the land?
8. Why is the 4-H Club important for young people?
9. What do the farmers do with the vegetables and meats which they produce?
10. Are there differences in schools found in the rural areas?
11. Will the types of entertainment vary in the rural areas? Why do people wish to go into nearby towns and cities?
12. In what ways may the houses in rural areas vary? Will the physical characteristics of the neighborhood vary?

IV. Activities

A. Urban and Suburban

1. Make a large floor map of the school neighborhood. Locate traffic lights, signs, special landmarks. Help each child determine his safest route home.
2. Make a picture map of your school grounds. Mark play areas, off-limits, and parking. Designate where parents may pick up children. Show where safety patrols are stationed.
3. Make a word or picture chart showing the many services that are needed to make a good neighborhood.
4. Pantomime some activity of a city worker and have the children guess who you are. The child who guesses correctly will then pantomime another activity. Try the same procedure with a farm activity.
5. Make a picture-dictionary about the city workers, about the rural workers.
6. List health and safety precautions taken by people in your neighborhood.
7. Plan a walking or school bus excursion to a shopping area or center. Discuss experiences in a shopping center. Why did you go? What did you see? How many different kinds of stores are there? What can you buy in these different stores?
8. Have children do paintings of a trip you have planned together and taken during the unit.
9. Visit a greenhouse or nursery. Buy a tree or shrub and plant it on the school grounds.
10. Make puppets or papier-mache figures representing helpers who come to our house (dry cleaner, plumber, T.V. repairman, minister, doctor, trash hauler, milkman, etc.).
11. Poll the class as to parental occupation. This may provide reference for future study.
12. Have the children cut and paste houses representing their own homes. Spot these on a simple class constructed map. As addresses are learned, these may be put on each house.
13. Have each child paint a picture of what he would like to do when he grows up.
14. Keep a weather record for several weeks in the early fall. Keep a record for several weeks during the winter. Make daily comparisons of weather reported at Stapleton and that in the mountains. Discuss the effect of the weather on community activities.
15. Construct a bird feeding station outside classroom window. Keep a record of visitors at the station (depends on time of year).
16. Construct cardboard box buildings to represent their neighborhood shopping center.
17. Make a mural depicting occupations of children's own fathers.
18. Construct dioramas of city life in winter and in summer.
19. Use these specific activities from SRA Our Working World.
    a. Lesson 4 - "How Do Families Produce?"
    b. Lesson 5 - "Dividing Work"
    c. Lesson 6 - "Tools and Machines"
    d. Lesson 13 - "Specialists at Work"

B. Rural

1. Contrast methods of travel in the city with those of the rural community.
2. Make a model farm with a home, barn, silo, machine shed, poultry house, and pasture. Assign committees to build with small boxes. Paint the boxes. A small piece of screen is effective to use for building the hen house windows.
3. Make a seed collection.
4. Incubate and hatch a set of eggs. Observe growth of the chicks for ten days. Write chart stories of observations.
5. Make butter, applesauce, popcorn, or other farm treats.
6. Make a scrapbook of farm tools and machinery.
7. Collect labels from food containers of fruits, vegetables, grains, and dairy products of the types produced in the neighborhood. Collect labels from containers of products manufactured in the city.
8. Start a window-sill garden.
9. Make farm animals of clay or papier-mache.
10. Make picture charts of contributions of farm animals. Construct dioramas of farm life at different seasons of the year.
11. Make an accordion-type book about rural pets and one about city pets.
12. Contrast the responsibilities of farm children with those of youngsters who live in more populous areas. Show how their leisure time activities differ.

C. Field trip experiences

A field trip may be taken during the course of teaching the unit. The excursion should provide opportunities for learnings which are not possible in the classroom. If the educational purposes can be achieved equally well within the classroom, the field trip is unnecessary!

Of course, the visits should be made to correspond with the various parts of the unit. The children will gain a great deal more from a field trip if they have been prepared for it through teachings prior to the excursion.

There are many possible locations for field trips in the community of Littleton. Each school should take into consideration the closest and most convenient place for a field trip. Because of the wide-spread facilities in the surrounding area, each school would be relatively close to almost any kind of development - i.e. shopping centers, parks, rural areas, natural and man-made landmarks, housing developments, places for recreation, large businesses outside the shopping center, etc. At various times children may notice changes in their own immediate neighborhood which would serve as a teaching and learning aid in the class.

Points of interest include:

1. Walk around neighborhood to note changes that have or will take place.
2. Library
3. Farms
4. Greenhouse
5. Westland Animal Farm (April)
6. Parks
7. Local stores
8. Red Seal Potato Chip Plant
9. Botanical Gardens

COMPARATIVE FAMILY LIVING

COMPARATIVE FAMILY LIVING

I. Overview

The family is an important sociological unit in society. Families from all parts of the world are bound together by common goals and desires. Parallels about family living and working together should be stressed. It is the purpose of this unit to study the similarities and the differences of family living. Major emphasis should be placed on the different ways that culture groups react to familiar situations.

It is essential that the children have an understanding of family patterns within the United States before transferring the "country" concept to "world" concept.

It is suggested that this unit be taught during the second semester. Approximate length of the unit should be four to five weeks. Remember to stress only the family since Hawaii and Alaska are studied extensively in the fifth grade.

II. Objectives

A. To gain an understanding and an appreciation of a culture different from our own

B. To develop the understanding that while different in many ways, all family groups have common characteristics and goals, i.e., working together and cooperating for the good of the family

C. To compare and contrast customs, dress, and foods different from our own.

D. To be able to recognize that people have basically the same needs and feelings, but that these may be exhibited in various ways

III. Content

A. Local family living.
1. Where do you live?
2. How many members are there in your family group?
3. Who goes to work? Why?
4. In what occupations do mothers and fathers work?
5. What are you asked to do as a family member?
6. What kinds of clothes are you wearing now? (seasonal)
7. Where does your mother shop?
8. What do you like to eat?
9. What indoor and outdoor games do you like to play?
10. What do you and your family do together for recreation?

B. Hawaiian family living
1. Where is Hawaii?
2. How would you get there?
3. What kinds of families might you find in Hawaii? (ethnic groups)

4. Do families need the same kinds of clothing as on the mainland?
5. What does the family do for recreation?
6. What might the family eat for various meals?
7. What might be the occupations of the working members of the family?

C. Alaskan family living
1. Locate the area of Alaska on a map and discuss how people might get there.
2. Discuss the members of the family and the responsibilities of each.
3. Point out seasonal periods in Alaska and how such a climate may reflect upon the type of clothing children wear and the type of activities in which they would participate.
4. Discuss particular foods the Alaskan family may eat that are similar to or vary from the types familiar in this area.
5. What occupations would the mother and father be likely to engage in?
6. What particular games and sports would be of interest to the Eskimo children?

D. Japanese family living
1. Locate Japan on globe and on map of the world, tracing route from Littleton to Tokyo.
2. Discuss air, ship transportation.
3. With pictures, discuss what Japan is like geographically.
4. What are Japanese families like and how do they relate to one another in the family group?
   Who is in the Japanese family and what does each do?
   (1) Father (role in family, possible occupations in city or rural locale).
   (2) Mother (homemaker; cares for children, cooks, shops, makes home attractive); discuss how her housekeeping tasks are similar, different from ours.
   (3) Grandmother or other relative often part of family.
   (4) Children (go to school, help with household tasks, learn skills they will use as adults--girls, Idebana).
   (5) What pets might the children have? (crickets, goldfish) Why don't they often have dogs and cats as we do?
5. Do Japanese people dress like we do?
   a. Western dress popular; especially in cities, at work.
   b. Kimonos worn at home by men and women.
   c. Footwear--geta, zori.
   d. School uniforms worn by children.
6. If you were to visit a Japanese family for supper, what might you have to eat?
7. How would the mother have cooked it? With what would you eat it?
8. What kind of schools do Japanese children go to? Do they learn any of the things we learn? Could we play any of the same games together? How are their reading, writing, and arithmetic different from ours?

9. What do Japanese families do together for fun?
    a. Children's games, toy, songs
    b. Holidays, especially looked forward to by children
        (1) 3, 5, 7, Festival
        (2) Boys Festival
        (3) Doll Festival
        (4) New Year's Festival

IV. Activities

A. Motivational
1. Prepare a bulletin board showing geographical orientation of Alaska, Hawaii, and Japan to the United States; or prepare one on each separate family structure to be studied.
2. Provide an interesting display of articles from the countries to be studied.
3. Show a film, such as "Family in Tokyo."
    a. Discuss similarities and differences in the family setting.
    b. Develop an experience chart listing children's questions or ideas about the country being studied.

B. Developmental
1. Use available charts to structure unit questions and discussion.
2. Show appropriate films.
3. Read stories about each type of family group.
4. Develop a picture dictionary for each country using the terms encountered during the study of the unit. Encourage the children to draw their own illustrations.
5. Invite an interesting resource person from Alaska, Hawaii, or Japan to speak to the class about family living. Ideally this person should be a native. The University of Denver and/or International House usually have a file of people who enjoy speaking to groups.
6. Learn and play some games enjoyed by boys and girls in other lands.
    a. Karuta (In Japan, this is played with sets of Haikunin Isshu poems.) Materials: Prepare two sets of cards. One set with the complete nursery rhyme on it; the second set with the latter half of a nursery rhyme on it. Procedure: Teacher and 4 to 6 children sit around table. Teacher has complete cards; cards with last half of rhymes are placed face down in center of table. Teacher reads first part of rhyme; child takes turn selecting last half to complete it. Conbinations are often very amusing.
    b. Big Lantern, Little Lantern (Oki Cho-chin, Chi-chai, Cho-chin). Children sit in a circle on the floor. The one chosen "It" starts saying to the neighbor on either his right or his left, "Big Lantern" (Oki Cho-chin). At the same time, he makes the form of a big lantern with his hands. The person addressed then turns to either his right or left neighbor and says "Little Lantern" (Chi-chai, Cho-chin), making with his hands the form of a little lantern. The play goes to whoever is addressed, the new player

turning to one on either side, thus keeping everyone in suspense as to where it is going next. The size of the lantern must correspond with hand movements; if not, the one missing is put out. At first it is well to go slowly (using Japanese words or not depends on ability of the group) and in one direction until the idea is understood and the rhythm set. Then the speed can be increased and the directions varied.

7. Learn to do simple origami, such as a house or a dog.
8. Make items such as Hawaiian leis, Japanese parasol (paper plate decorated with tongue depressor handle).
   a. Kite (introduce carp-shaped kites; draw on large butcher paper, crayoned or painted, cut out, hung from ceiling).
   b. Fans (crayon-resist floral design in bright oranges, reds, pinks, yellows, on 9 x 12 paper; fold to form fan).
   c. Lantern (9 x 12 construction paper; folded and cut).
9. Collage pictures of cherry blossoms (light blue 9 x 12 construction paper background. Branches drawn on with black or brown crayon. Popcorn glued on for blossoms. Crayoned or cut paper leaves).
10. Learn and use Japanese words
    a. Use them in everyday classroom experience.
       Please - o-negai shimasu
       Thank you - arigato
       Good morning - o-hayo gozaimasu
       Excuse me - sumimasen or gomen nasai
       Goodbye - Sayonara, sayonara
    b. Illustrate Japanese families in situations saying these words.
    c. Include the above in the picture dictionaries.
11. Use experience charts written by class as unit progresses, reproduce, put into booklet, illustrated by children.
12. Learn Japanese and Hawaiian songs.
    To the tune of "Are You Sleeping?"
       Mina-sama, mina-sama, ikaga, ikaga?
       Arigato, genki des'; arigato, genki des'.
       Ikaga, anata wa?
       Everybody, everybody, how are you, how are you?
       Very well, I thank you; very well, I thank you.
       How are you?
13. If possible, have as much realia as possible. As it is added to display, talk about its use, of what it is made, etc.
14. Listen briefly to selected recordings of Japanese and Hawaiian music and discuss how it is different from ours. (Music teacher might help with this.)
15. Get a goldfish and have children choose a Japanese name.
16. Later in unit, using words at group's reading level, reproduce "read and draw" strips (can be used as "seatwork" and/or pasted into small booklets made of folding in half and stapling 6 x 9 manila paper). Examples:
    Show a Japanese girl with her doll.
    Give her a pretty kimono.
    Here is what Japanese boys like to play.

Here is a Japanese family.
This is a pet a Japanese boy might have.
Show something you would want to see in Japan.
Show something you would want to do in Japan.

17. Select special related activities from SRA, Our Working World: Lessons 1, 2, 3, 7, and 8.

C. Culminating

1. Make a "paper show" as the "paper show man" does in Japan. Story is drawn on large sheets of paper which are then fitted into a wooden (or cardboard) frame, one at a time as the story is told. Class could use:
   a. "A Visit with a Japanese Family" showing dress, schools, family life, favorite festivals, kites, etc.
   b. A favorite Japanese story or folk tale.
      A favorite American story or folk tale (for immature groups).
2. Similarly, story or information could be planned and presented as a:
   a. Puppet show (stick puppets dressed in kimonos, etc.).
   b. Roller movie (drawings or paintings chosen to be put on the roller, with captions dictated to teacher and printed on; read aloud by children during "performance").
3. One of the above ideas could be planned as a program for another class and could be extended to include songs and games about the families studied.
4. Plan a Hawaiian Luau and dress in costumes.
5. Contact American Judo School for a possible speaker.

V. Suggested materials (free and/or inexpensive materials)

A. Japan Society, Inc., 250 Park Avenue, New York 10017
   Free: "Haiku in English"
   "Japanese Recipes"
   "Materials on Japan"
   "Introduction to Japanese Brush Painting"
   "Useful Japanese" (pronunciation and basic words)
   "What Shall I Read on Japan?"
   Packet for elementary teachers - $2.00
   Includes: above booklets, plus pictures, wall map of Japan, booklet on origami, reproducible outline map, Fun and Festival from Japan (games, songs, words).

B. Consulate General of Japan, 235 East 42nd Street, New York 17, N.Y.
   Free: "Facts on Japan"
   "Japan of Today"
   "Pictures of Japan"
   "Statistical Handbook of Japan"
   "Wall Posters of Japan"

C. Japan National Tourist Association, 45 Rockefeller Plaza, New York 20, New York.
   Free: "Colorful Japan"
   "Your Guide to Japan"

D. World Confederation of Organizations of the Teaching Profession, 1227 Sixteenth Street, N.W., Washington, D.C.
Excellent booklet, "Your Friends in Japan" - a story and pictures about some children in a village in Japan. 25¢ each.

E. The Netherlands Information Service, International Building, Room 912, 601 California Street, San Francisco, California 94108.
1. Free teaching aids for elementary school students (choice of one in classroom quantity):
   a. Colored map of Holland.
   b. "Holland, a Friendly Country" - 12 pages, well illustrated with simple large-type text.
   c. "Holland, a Short Survey" - 21 pages, map on text: country, history, government, people, industries.
2. Free teaching aids for the teacher (1 copy each):
   a. "Holland's Windmills" - 8 pages, types and uses.
   b. "Holland and the United States" - by Hans Koningsberger, 32 pages.
   c. "Holland in Pictures" - 64 pages, photographs and text.
   d. "Modern Dutch Painting" - by Hans Koningsberger, 61 pages illustrated, introduction to modern Dutch artists with illustrations of their works.
   e. "Of Ships and Men" - 27 pages, twenty centuries of Dutch seafaring, illustrated.
   f. "Santa Claus and the Dutch Way" - 24 pages, illustrated, tells of the feast of St. Nicholas and Christmas traditions.
   g. "The Dutch Royal Family" - 64 pages, illustrated, the history of the House of Orange and pictures of Queen Juliana and the Royal Family.
   h. "The Netherlands" - 15 pages, a historical survey.
   i. "Constitutional Organization" - 107 pages.
   j. "Education, Arts and Sciences"- 103 pages.
   k. "Economy" - 80 pages.
   l. "History and Political Aspects" - 51 pages.
   m. "Social Aspects" - 94 pages.
3. Visual material
   a. Catalogue of 16 mm sound films and slides.
   b. One set of colored posters.
   c. Pictures of the Netherlands (litho).

GEOGRAPHY

GEOGRAPHY

I. Overview

This geography unit is an in-depth, on-going study resulting from a variety of experiences. Personal directions and the child's place in relation to his environment are of primary importance. The understanding of land masses and kinds of areas (water, mountains, desert) are of importance in preparing the child for more abstract map reading skills. Early readiness experiences in personal and environmental directions and in spatial relationships correlate with activities in the school and neighborhood units. These activities may provide some initial preparation for more expansive and specific work in this geography unit.

II. Objectives

A. To learn map skills which are necessary for today's citizen

B. To increase speaking and reading vocabulary.

C. To gain meaning and perspective to home, school, hometown.

D. To learn that space extends in all directions and has no known limits or outward boundaries

E. To understand that the globe is a replica of the earth

III. Content

A. Immediate environment
   1. Personal and environmental directions
      a. Left, right, forward, backward
      b. toward, away from, into, out of, across
      c. up (away from ground), down (toward the center of the earth).

B. Readiness for cardinal directions
   1. Position of the sun at various times of the day.
   2. Shadows and directions in which shadows fall at related times of the day.

C. Global directions
   1. Comparison of this new type of direction to those previously studied.
   2. Position at North and South poles on the globe.

D. Globes
   1. A globe is a model of the earth.
      a. North pole is at the top; South pole is at the bottom.
      b. Earth turns completely once every day.
   2. A globe is round and shows how our earth looks.
   3. The earth has shape; it is round in every direction.

4. The earth has size; it is very large and surrounded by air.
5. There is more water than land.
6. Water is blue on the globe; land is shown in other colors.
7. Man can circle the globe by ship, plane, space capsule.

E. Maps
1. A map shows some part of the earth.
2. A map is big or little.
3. Small things on a map stand for big things on earth.
4. A map shows shape.
5. A map can show America.
6. A map can show mountains, rivers, lakes, roads, town, cities, etc.
7. A map helps people to find a place.
8. A map shows how far it is from one place to another.
9. A globe is a map; it is a map of the world.
10. A map helps teach cardinal directions.
11. Teach the symbols for roads, rivers, railroads, airports, bridges, cities.

IV. Activities

A. Introductory activities
1. Build clear images of the immediate environment through careful observation.
2. Become acquainted with the classroom and the school and note locations of the physical aspects (space orientation).
3. Let the children list what they have gone toward, away from, into, and around, relative to personal and environmental directions.
4. Walk around outdoors (around school, around the block), and note specific natural features such as the slope of land area, field, etc., and compare to man-made items.

B. Early mapping activities
1. Using blocks or other props as representative of features observed, build on the table or floor a simple model of school and neighborhood sections.
2. Use a base map outline of a specific area (teacher-made) and have the children add objects and symbols to represent what they observed.
3. Make crayon drawings of what has been observed. Draw in actual features or use symbols to represent what has been viewed.
4. Make a map of the school, play areas and equipment with chalk. (Do this outside on the blacktop, if possible.)
5. Interpret a teacher-made map of the school grounds and school area.
6. Using a simple neighborhood map, point out streets and schools. Lay map on the table and move small cars along the streets.
7. Using a dollhouse model, draw a plan of it and finish it pictorally with crayons, drawing in the important pieces for each room.
8. Let the children put in the terms North, South, East, West on maps. Use the vocabulary early and continuously.

C. Continuing Activities and questions

1. Where do you live?
   a. You live between the North pole and the South pole. (Continent, country, zip code, state, town, street, house number).
   b. How do you get to school?
   c. Are you near or far from school?
   d. Teach directions out-of-doors, one at a time (north, south, east, west).
2. How far is space?
   a. Space has no limit.
   b. The earth and its neighbors (sun, moon, planets, stars) are surrounded by space.
3. Do you know these vocabulary terms?

map	toward	into
globe	away from	out of
country	around	through
water	along	clockwise
land	across	counter-clockwise
equator	with	up - in relation to
lake	against	down - the center of earth
coast	left	north - your shadow at
island	right	south noon is toward
peninsula	forward	east the north
moon	backward	west
space		

4. Locate these on U. S. map.
   a. Littleton.
   b. Surrounding states.
   c. Birthplace of each class member.
   d. Washington, D.C.
   e. New York (large city)
   f. Atlantic Ocean
   g. Pacific Ocean
   h. California
   i. Florida
5. Discuss view photographs of familiar areas.
6. Have one child describe his route from school to home, and have the class follow it.
7. Using a bulletin board, display aerial view of carnival, circus, or playground. (Sample questions to ask: As you walk north, is the fountain on your left or right? Is the ferris wheel going clockwise or counter-ckockwise? Is the man coming toward or going away from us?)
8. Go outside, look for special landmarks for the four directions. (Record them on a chart.)
9. Make a map of a story.
10. With eyes closed, feel shape of the globe. Then discuss shape, relative size, and color. As a game, compare toy auto to size of real auto, and think of other comparisons to illustrate size difference between a globe and earth.
11. Ask your class what they know about the earth.
12. At home, make a map of your own bedroom.

13. Using the classroom map, practice locating places. (One child points to a place on the map, another child walks there.)
14. Plan "Treasure Hunt." One child hides an object, then shows where it is on the map, or makes a map to show where it is, another attempts to find the "treasure."
15. Point out locations of current events.
16. Put a figure on the globe with arms outstretched to show the difference between north and south and up and down. Arms point north and south, head is up, and feet are down.
17. Hold a toy plane over different areas of the globe. Ask whether it's above land or water.
18. Use the globe to find answers to questions such as:
    a. How would you get to Alaska or Hawaii?
    b. Which direction from the U. S. do you travel to get to England? Japan?
    c. What is the best way to get to a place? (car, jet, ship).
    d. How can the globe help you decide the best method? (distance, land, water).
19. Use overhead projector transparencies to
    a. Locate places on a map.
    b. Trace routes.
    c. Teach the cardinal directions.
    d. Illustrate and use symbols.
20. To illustrate where we live, use graduated sizes of cans or boxes and label to show that the town, state, country, are within the continent, etc.
21. Draw a map of an imaginary town. Name and locate streets and buildings.
22. Make a map of a zoo. Cover a table with brown paper. Include fences, sand path, cages, playground, picnic tables, drinking fountains, etc.
23. Make a map of a house or room in a shoebox or lid. Paste in standing figures for people and furniture.
24. Do these on a map.
    a. Put in directions.
    b. Make the best route to a certain place.
    c. Put in a railroad.
    d. Find the airport.
    e. Make a man on the north side of Main Street.
25. Take a field trip to a planetarium.
26. Use an old black umbrella to show the Big Dipper and the North Star by pasting in silver stars.
27. Solve riddles.
    a. I am blue on your map.
    b. Ships ride on me.
       You can ride in ships.
       What am I?

OUR FLAG AND COUNTRY

OUR FLAG AND COUNTRY

I. Overview

To be a good American, each child must have the opportunity to learn about his country. The democratic principles which govern the nation may have their beginnings in simplified presentations as children learn to recognize that when people live and work in groups they must organize, make rules, and provide for the enforcement of rules. Children must learn to recognize that each person must share responsibilities and respect the rights of others.

The month of February can be a significant time to initially present and develop understanding and appreciation for our national heritage. It is recognized that no study at the primary level be limited to a specified time period. There will be many opportunities throughout the year for extending children's understanding of the principles, customs, traditions and institutions present in their lives and which have an interesting and significant view of the past and meaning for the future.

II. Objectives

A. To be aware of the size of the United States.

B. To recognize the community and state as a part of the expanding environment.

C. To understand that rules are necessary in the governing of people.

D. To participate in making, respecting, and obeying rules.

E. To understand and respect the flag of the United States

F. To study lives of great people as an introduction to the history of our country.

G. To appreciate the contributions of the many races and cultures in neighborhood and community living

III. Content

A. United States Flag
   1. Brief reference may be made to the early people who brought their own flags to America (Spanish, English). America needed a new flag when she became a free country.
   2. Discuss meaning of colors, stripes, and stars.
   3. Discuss the proper care and etiquette regarding the flag.
   4. Discuss the flag as an emblem of our country, representative of the growth of a nation.
   5. Compare various sizes of flags. Identify state flag.
   6. Look for buildings in community which fly the flag.
   7. Encourage groups to identify other symbols of our country, such as American eagle, Statue of Liberty.

B. **United States of America**

1. What is the name of your country? (Relate to globe and wall map.)
2. Where do you live? (Emphasize town, state, and nation. What big city is near Littleton? Tell some of the things you see in your neighborhood, town, Denver. Do you and your family leave the neighborhood, town, city, state? Why? (Help the children to become aware of operating in an expanding environment.)
3. Where do other people live that you know or have heard about? (Emphasize size of the country and different areas where people live. Some groups may be ready to discuss other states. Relating climate may help to familiarize children with areas.)

C. Leadership and citizenship

1. Discuss family organization --head of the family, responsibilities of members, love and loyalty in a family. (Some of this discussion will be review for students.)
2. Discuss school organization --leaders, rules, responsibilities of individuals. (This area may need development or children may recall learnings from earlier studies.)
3. Leadership in town, state, and nation will probably entail brief discussion. (Much will depend on background and ability of the group in order to work with such ideas. The national capitol is of interest to children and many pictures are available. Current events will relate to this area concerning the president and current happenings in the newspaper.)
4. How can you be a good member of a group? (citizenship)
5. What rules do you know that are important at home? at school? in the neighborhood? (safety)
6. What are your responsibilities at home and in the classroom?
7. What organizations may you and your family join? How do you act when you are in these groups? What rules are necessary for these groups?
8. Are there leaders in a classroom? What must they be able to do? How will they act toward other children?

D. Historical leaders and events

IV. Activities

A. Use bulletin board. (Place a large United States map on board. Pin point areas to be emphasized. Post leading content questions, such as "Where do you live?" "Who is the President?" Use interesting pictures of areas of country or emphasize points covering local area. Example: What do people think of when they say "Colorado?" --mountains, fishing, etc.)

B. Encourage children to mark places they have been. Note historical importance of any place mentioned.

C. Discuss the beauty of Colorado and draw scenery with chalk.

D. Have committees look in magazines for pictures showing American scenes.

E. Refer to Rand McNally paperback book for primary children "Our Flag."

F. Draw the eagle and write a story about this bird; a brave, strong, species.

G. Observe color guard raising and lowering the flags. (Some children may draw the Colorado flag.)

H. Compare the flag today with that of the Washington era.

I. On the playground, mark off size of one of the largest United States flags (60 feet by 90 feet). (This flag is raised on the George Washington Bridge on special days.)

J. Make paper flags and rhythm instruments. (Use recordings of marching songs.)

K. Draw pictures of buildings in the community which fly the American flag.

L. Discuss familiar American songs and poetry. (Let various groups learn different ones.)

M. Develop chart stories about historical leaders and events.

N. Display various ways famous people have been honored (money, stamps).

O. Identify some leading citizen in school and community.

P. Observe a student council in operation, if such an organization is a part of the school.

Q. Draw pictures of how children may be good citizens in the lunch-room, on the playground, in the neighborhood.

R. Illustrate rules which are important to remember in school and at home. (safety)

S. Discuss ways of accepting responsibility for maintaining a clean, attractive neighborhood, as a part of entire effect to "Keep America Beautiful."

T. Set up role-playing situations in which children may act out feelings and attitudes toward a stated situation (a new student, a quarrel with a friend, breaking rules and follow up, sharing or not sharing, rudeness).

U. Discuss and arrange with the music teacher plans for teaching the children appropriate songs and music. Plan to use records relating to this theme. Music is a delightful listening experience and children can learn to recognize the well-known songs and marches.

HOLIDAYS AND SPECIAL OCCASIONS

HOLIDAYS AND SPECIAL OCCASIONS

I. Overview

Holidays play an effective role in the lives of the American people. A study of special days may be used to develop a better understanding of our American traditions. A holiday is any day on which people set aside their regular duties to do something special or to relax. Many times special days or weeks are arranged for emphasizing definite purposes. The celebrating of special days is usually based upon customs and traditions. Some holidays are designated as religious feast days. Days that are fixed by law for the suspension of business are deemed legal holidays.

II. Objectives

A. To develop an understanding of the meaning and significance of specific yearly events

B. To become aware that local customs and traditions may vary due to cultural background

C. To develop an appreciation of the many cultures which are a part of our heritage

III. Content

A. Birthdays
(A birthday is one of the few days in a child's life with which he can personally identify. It is his own day! He is the center of it, accepts it, speaks of it, and grows with it. A birthday may lead into an understanding of special days.)

B. Fall
1. Labor Day is a legal holiday in honor of the working people. It is observed throughout the United States, Puerto Rico, and Canada on the first Monday in September. It was first celebrated in 1882. Later, in 1894, Congress designated the day as a legal public holiday in the District of Columbia. State legislation proclaims it as such in certain states.
2. First day of fall, September 23, makes a change in seasons. It is a time for observation of changes in nature and in man's work and recreational activities. In some areas it is a time for "gathering in" or harvesting. Emphasize the changes in weather, plants, and animals. Note the changes in people's clothing and food.
3. Fire Prevention Week is observed annually on a national level. Each year the President of the United States sets aside the week that includes October 9 as Fire Prevention Week. Its history is based on the tragic Chicago Fire of October 9, 1871. Emphasize the importance of fire prevention and safety. Talk about the various equipment used to prevent and fight fires.

4. Columbus Day - The study of Columbus Day should take up no more than four days. It is notable that in some states it is called Discovery Day.
   a. Objectives
      (1) To become acquainted with the outstanding characteristic and accomplishments of Christopher Columbus.
      (2) To be acquainted with a great historical event in the development of our nation.
      (3) To become aware of the passing of time and the process of change.
   b. Activities
      (1) Set up a bulletin board display emphasizing the discovery of new worlds. Use pictures of the ships of Columbus (1492) and the space age vehicles (1962).
      (2) Read Christopher Columbus, Follett Publishing Company.
      (3) Develop simple chart stories of Columbus' voyage. Children may draw accompanying illustrations. Themes may include -- What America was like before Columbus, Three ships went sailing, Things Columbus might have seen.
      (4) Make arrangements with the music teacher concerning songs to teach.
      (5) Use a globe and flat wall map to explore Columbus' voyage. This may be an opportune time to discuss forces of gravity in relation to the feelings and beliefs of sailors during that period.
      (6) Make construction paper sailing boats. Compare these to modern forms of ocean transportation. Discuss risks of early sailing and measures of safety.
      (7) Enact sequences depicting voyage and arrival. Make the ships from brooms with sails added. Paint and cut out sea monsters and waves. Additional scenery may be suggested by students. Children will move pieces about as scenes are enacted.
      (8) Make a class movie using crayon pictures on a roller. Have children tell stories as scenes are displayed.
5. Halloween comes on the last night of October. Its name means hallowed or holy evening, because it takes place the day before All Saints' Day. It is observed informally in the United States and is more for fun-making than any other special day during the year. Traditionally it is a time for children to have festive parties filled with make-believe characters and activities. Emphasize that this special day is an opportunity for children to release their inhibitions and engage in harmless fun and tricks. Discuss ways to have fun without harming other people's property or disturbing the peace.
6. Veterans Day (replacing Armistice Day by Act of Congress in 1954) commemorates the courage and patriotism of all men and women who have served in the United States armed forces. It is celebrated November 11, during the week that National Education Week is celebrated. Originally this day was proclaimed in 1919 to remind Americans of the tragedies of World War I. Many countries

still celebrate November 11 as Armistice Day to commemorate the end of fighting in World War I. In the United States, Veterans Day is celebrated with special parades and speeches. Special services are held at the Tomb of the Unknown Soldier in Arlington National Cemetery, Arlington, Virginia. Emphasize that this special day is a time to acclaim the courage, sacrifice, and heroism of those who have helped our country.

7. National Children's Book Week is a special week set aside annually about the middle of November. Its purpose is to promote the interest of young people in reading good books. Since its beginning in 1919, parents, teachers, librarians, booksellers, publishers, editors, authors, and book reviewers have joined in the annual effort to stimulate children to read.
8. Thanksgiving Day originated after the first gathering of the harvest by the Pilgrims in 1621 in the New World. Governor William Bradford was responsible for setting aside that day for the feast of gathering and rejoicing. After the Revolutionary War, the feast became almost a national event. Since the year 1863, the President of the United States has issued a proclamation to observe a day for giving thanks and praise. The day is now observed on the fourth Thursday of November. It is a genuinely traditional American holiday.
   a. Objectives
      (1) To develop an understanding of the historical background of Thanksgiving.
      (2) To compare and contrast a period in the historical development of our country with that of present day life.
   b. Content
      (1) Who were the Pilgrims? (The Pilgrims were English people who did not want to follow the ways of the church of England.)
      (2) Why did the Pilgrims leave England? (In England everyone was supposed to belong to the church of England. Those who worshipped God in other ways were punished.)
      (3) Why did the Pilgrims come to America? (There was plenty of land in America. The Pilgrims could own land and have their own town. They could make their own law and worship God as they thought right. Their children would have a better chance in life.)
      (4) What was the voyage on the Mayflower like? (It took a long time for them to get from England to America. During this time the Pilgrims were crowded on a tiny ship. There was no heat. The weather was very cold. The sea was rough, and there were many bad storms.)
      (5) How did the Pilgrims live during the first year? (It was almost winter when the Pilgrims landed in America. They had to build houses, for the weather was very cold. They did not have enough food. More than half of the people got sick and died.)
      (6) How did the Indians help the Pilgrims? (The Indians taught the Pilgrims how to live in the new country. They showed them how to plant corn and where to fish. Without the Indians, the Pilgrims might have starved.)

(7) What did the Pilgrims have to be thankful for? (After the first harvest, the Pilgrims had enough food for the winter. They had houses to live in. Though half them had died during the winter, those that remained were strong and healthy. They had made friends with the Indians. They were free to worship as they thought right.)

(8) Why do we honor the Pilgrims? (The Pilgrims were willing to work hard and brave great dangers rather than do what they thought was not right. Because of their beliefs, they crossed the stormy ocean in a tiny ship. They suffered hunger and sickness through the first winter, but still they remained to make homes in the new land*.)

(9) How do we celebrate Thanksgiving today? (Usually we invite people to our homes or we go to someone else's home for a big Thanksgiving dinner. At this time we remember what the Pilgrims did and are thankful for the freedoms we enjoy today because of them. There are church services in most of our churches on this day.)

c. Activities

(1) Organize bulletin board displays using class pictures depicting scenes from this historical period or colorful printed material.

(2) Organize class into groups to work in various art media. Activities may include flat paper or 3-D turkeys, crayon resist harvest scenes, papier-mache fruit and vegetables, Pilgrim and Indian figures, mural depicting scenes from early Thanksgiving.

(3) Discussion topics for group work -- How do you celebrate Thanksgiving in your home? What does "harvest time" mean? What sights, sounds, and aromas may be related to this holiday?

(4) Develop class chart stories which different committees may illustrate. Individual booklets may be made which include stories and pictures of early and present day Thanksgiving.

(5) Organize a class Thanksgiving "feast." Children may work in groups to organize parts. Children may be divided according to Indians and Pilgrims and wear headdresses or hats to depict their role. Each group would be responsible for making something to eat for the "feast" (cornbread, applesauce, popcorn). Some children will be responsible for room decorations, "feast table" decorations, songs and dances appropriate to the holiday.

* Lou Rogers, THE FIRST THANKSGIVING, Follett Publishing Company.

C. Winter

1. The first day of winter comes on December 21. It marks the entry of a season that is characterized by the quietness and stillness of nature. It also denotes the shortest day of the year. Emphasize how the changes in nature affect the way of living of man and animals.
2. New Year's Day is the first day of the calendar year in our country. It is celebrated in almost every country, but the date of this celebration is not the same everywhere. Its origin dates back centuries. It was observed by the Chinese, Egyptians, Jews, Romans, Mohammedans, and early English. Emphasize that New Year's Day marks the end of the past year and the beginning of a new year. People's resolutions to live happier and better lives during the new year are highlights of this special day.
3. December festivals - The events in December provide an opportune time for children to become acquainted with different ways in which people may celebrate religious holidays. Children gain an appreciable understanding of the cultural heritage of the nation and extend their knowledge of the customs and traditions of other countries. Background information and activities may be used when appropriate to the classroom situation.
   a. Christmas - During the Christian season people take part in religious ceremonies observing the birth of Jesus in Bethlehem. Many people enjoy singing carols, exchanging gifts (in memory of the gifts that Shepherds and Wise Men brought to the Christ child), decorating homes with wreaths, mistletoe, and pine trees.
   b. Hanukkah - Toward the end of December, there is an eight-day holiday which is celebrated by the Jews in remembrance of a miracle that took place in Palestine over 1200 years ago. Hanukkah is a gay holiday. Gifts are exchanged. Children are given small square spinning tops which have on the sides the Hebrew letters NGHS (letters stand for Nes Godol Hoyoh Shom: a great miracle happened there). The Hanukkah lamp with eight candles is lighted.
   c. Prettige Kerstdagen - The most important holiday for Dutch children is St. Nicholas Day or "Sinterklaas." It is a feast day of St. Nicholas and comes on the fifth of December. There is much gaiety, as in America before Christmas Day. Very little work is done on this day. That evening Sinterklaas and Zwarte Piet visit homes, checking on good and bad boys and girls. They leave sweets for the children. The children may put shoes filled with hay and sugar by the fireplace for Sinterklaas' horse. The next morning they hope to find them filled with gifts.

      Sinterklaas has a white beard, a long sweeping red robe with a large gold cross on the back, called the "tabard." He wears a high bishop's hat and carries a golden staff. Zwarte Piet, his helper, wears breeches, a jacket, and a hat with feathers. In some towns grownups in the family may dress like Sinterklaas and Zwarte Piet.

The day after Sinterklaas is a holiday from school. The children play with their toys. They have been enjoying holiday sweets, marzipan, fondant, chocolate, and spiced cake in shapes of animals and little men and women.

Most Dutch people do their celebrating on Sinterklaas and spend Christmas morning in church and quietly at home. There are two Christmas days, December 25 and 26. On December 24, Christmas Eve, the family gathers around a tree and sings songs and drinks hot chocolate.

It is important to note that in the Netherlands some families have adopted the customs from England and America.

(1) Topics for discussion
   (a) Identify special December observances appropriate to a classroom situation.
   (b) Discuss plans that children and their families will expect to be making during these special occasions.
   (c) Identify local customs and traditions. Discuss symbols of the holiday events and the origin of those more familiar to the students.
   (d) Using the Netherlands as a key country, discuss how a family in another land will celebrate December events. Contrast and compare customs and traditions in both countries.
   (e) There is an unlimited source of material and ideas available for this event. The teacher may choose those projects which relate to developing greater understanding and enjoyment of this holiday. Refer to the District Six Art Guide.

(2) Activities
   (a) Groups may work together to decorate trees in the various traditions which may be familiar to children.
   (b) Each child may draw a copy of his own head. All faces may be mounted on bulletin board to simulate a choir. Children may tell of songs they enjoy.
   (c) Christmas dreams may be related to what children expect of this season. This could be an opportune time to discuss Christmas as a time of giving, sharing, as well as receiving.
   (d) This season offers many topics for creative writing either on a group or individual basis. Class booklets may be put together, illustrated, and displayed in library center.
   (e) Draw or cut a menorah from construction paper. Add the eight lighted candles.
   (f) Cut and fold construction paper to form a "cube" which may be used as a spinning top decorated with Hebrew letters NGHS.

(g) Holiday dictionary may be organized on a wall chart or in individual booklets.

(h) "Twas the Night Before Christmas" - A sleeping mouse dreams of Christmas delights. Children will enjoy a bulletin board design that features Clement Moore's poem. The quilt and pillow, the real cloth, real cookies and crackers are pasted to the dream shape. Cereals trim mouse's tree and the children might pop and string popcorn to use as a border trim. Ask each child to bring a few cloth scraps and these may be used to create his own mouse scene. A paper head and tail project from under the cloth scrap quilt. The bed is made from paper strips and other details might be added with colored pencils and paper scraps. Each child might also make a mouse from simple ball shapes adding a coil tail.

(i) Symbols of Christmas - Discussion of those that are familiar to children may stimulate their making them in various media. Stress could be on Santa Claus as an introductory step to Christmas in Holland.

(j) Use globes and maps to locate the Netherlands. Briefly discuss family activity in a Dutch community.

(k) Develop charts pertaining to questions the class may have pertaining to family activities at Christmastime in the Netherlands.

(l) Develop illustrated charts or picture books contrasting and comparing questions in America and the Netherlands, particularly Santa Claus (Sinterklaas), a familiar symbol to children.

(m) Make flour and salt objects to represent the cookies and sweets passed out during holiday time. They may be in the shape of little animals, people, letters, or other shapes. Allow designs to harden, paint, and hang on a tree (wood or cardboard).

(n) Discuss outdoor activities both at home and in Holland during holiday time. Allow each child to draw what he enjoys doing.

(o) Using various art media, construct Dutch shoes and write appropriate verse according to custom of leaving out shoes for Sinterklaas.

4. Valentine's Day

Legend of St. Valentine - Long ago there lived a man by the name of Valentine. This good man was known far and wide for his kindness. He brought love and joy to those who were unhappy. He was always ready to help anyone in trouble.

Father Valentine dearly loved children. Those who went to him for food and clothing were never turned away.

When he became too old to go out among his people, he was sad. He thought that he could no longer be of any use to his friends.

Then he remembered that he could write them loving messages. His friends began to look for the kind and cheerful messages that were sure to come whenever they were in trouble. Even little children would say, when they were in trouble, that Father Valentine would send them a letter.

After a long time, no more letters came. The good old man had died. Then everyone said that such a good man should be called a saint. From that day on, he has been known as "Saint Valentine."

It was not long before people began to keep his birthday by sending loving messages to their friends. The letters containing these messages were called "valentines."

Good St. Valentine died many years ago, but he is still remembered. Every year we celebrate his birthday on the 14th of February by sending Valentines to our friends.

a. Activities
   (1) Write Valentine messages which may be sent in the mail. Children may learn format for a letter and envelope heading.
   (2) Decorate bags and boxes to hold friendship cards.
   (3) Use heart form to develop creative pictures in chalk, paint, crayon, and construction paper.

5. Saint Patrick's Day sources:
   Childcraft, 1964 edition, Vol. 5, pp. 27 and 194.
   The Arbuthnot Anthology of Children's Literature, p. 90.

D. Spring
   1. First Day of Spring comes on March 21. It marks the change in season from one of whiteness and quietness to one of greenery and life. Emphasize that spring is a time of new life for many plants and animals. Point out how man'a activities are changed as the elements of nature change.
   2. Spring Festivals
      a. Passover is the festival of freedom in the Jewish religion. Its arrival in the spring marks the emancipation of the Hebrews from slavery. The family may celebrate at home with a traditional feast. Some families eat unleavened bread called "matzoth." This annual religious festival lasts eight days.
      b. Easter is observed in commemoration of Christ's resurrection. People attend church and take part in religious ceremonies. Easter eggs and the Easter rabbit are symbols for the celebration of new life. The date is set on the first Sunday after the first full moon, after March 21. If a full moon appears on a Sunday, Easter is observed one week later. Easter cannot be earlier than March 22 nor later than April 24.
         (1) Activities
            (a) Clay eggs - Discuss eggs, how they look, their color, use and value. Make model clay eggs.

After the eggs have been dried, paint and decorate them. Use egg cartons and eggs as various teaching aids. These materials are invaluable when playing store. The child readily senses how many eggs make a half dozen and a dozen. In counting and in teaching number facts, they are very useful. The children like to handle them and they like their gay colors.

(b) Paper eggs - Cut two ovals. On one draw an animal or insect that comes from the egg. Staple second egg on top. Write a sentence or two that tells about the animal or insect.

(c) Paper plate bunny - Use a small paper plate for the bunny's head and draw on the eyes, nose and mouth. Each child can cut a pattern for the bunny's ears and then cut them out from heavy white construction paper that he has shaded in a pale pink. The children can punch holes on either side of the mouth and use pipe cleaners for whiskers. These can be taped on from the back. The bunnies can be hung in the windows and on bulletin boards.

(d) Salt box basket - Draw a line around a salt box about three inches up from the bottom. Measure and mark it carefully first, so it will be even from the bottom all the way around. Draw another line about ½ inch up from the first line. Cut along the three-inch line. Start it by making a slit with a knife, then finish the cutting with scissors. This is the basket. On each side of it, near the top, make two slits for the handle ends. Now cut along the ½-inch line. This strip is the handle. Cut a long strip of crepe paper wide enough to cover the basket. Put glue around the center of the basket, then place the paper in position, pushing it into gathers to make full ruffles. Fit ends of handle into the slits in the basket and glue in place. Cover handle with crepe paper and make small bow.

(e) Eggshell planter - Color an eggshell with egg dye, or leave it white as you prefer. For the base, moisten plaster of Paris with a little colored water to form thick paste, and press into any shape you like. Place shell on the base before it dries. Make baby goose to stand on base beside shell from pipe cleaners and absorbent cotton. Fill with candy eggs, or damp peat moss and small plants.

(f) Games - Cut large bunnies out of cardboard. Cut ears out of construction paper. One can be floppy and one upright. Play the game as pin the ears on the bunny. Use same procedure as

pin the tail on the donkey. Variation can be provided by cutting a life-size bunny out of strong cardboard and using jar rings to toss on the ears.

(2) Teacher resource

3. May Day (called Lei Day in Hawaii) is May 1st. It is a day of joyful and gay celebrations because spring has arrived. Long ago, the Greeks and Romans held a festival in honor of the goddess of flowers, Flora. It was held in the spring because of the belief that if flowers were showered upon the goddess, she would return the shower by providing a rich harvest. The English, the other peoples whom the Romans conquered, developed their May Day customs from this Floralia. On Lei Day in Hawaii school festivals, processions, pageants, and singing are the order of the day. Emphasize that May Day is a child's or youth's day to dance and be merry. It retains some old and lovely costoms and ideas of the past.
4. Mother's Day is the second Sunday in May. It is a day to honor mothers. Anna Jarvis of Philadelphia founded Mother's Day. Mother's Day at school is not as much a time for sentiment and preaching as it is a time for concrete expression of thought for Mother and appreciation for her care. It is a time when children can express their thought and appreciation through the medium of art, music, dramatics, and language. This unit is to be presented the second week in April, because of the time needed for planning and activities involved for Mother's Day.

a. Objectives
   (1) To learn that Mother's Day is a day to honor our mothers and a day to show them our great love and appreciation.
   (2) To learn how to be more thoughtful of Mother 365 days a year and how to honor their mothers.
   (3) To listen to and enjoy the literature associated with Mother's Day.
   (4) To develop interest in creative expression.
   (5) To experience creative expression through art, music, dramatics, and language.

b. Activities
   (1) Discuss Mother's Day and its meaning.
   (2) Read and discuss "The Queerest Thing" by Florence Eakman.
   (3) Read book Mommies Are For Loving, by Ruth Penn.
   (4) Have good reader in class read the Golden Book, We Help Mommy, to the class. Ask the reader to practice before he/she presents it to the class.
   (5) Make bulletin board - "Let's Keep Mother's Day All Year Around." Surround title with pictures of children and jobs they might perform at home. There might be pictures of children working for their mother, cheerful faces, or of a child helping an older woman cross a street. A poster similar to the bulletin board could be made by boys and girls. It is important if they make one that they are encouraged to express their own ideas to show that Mother's Day can be the beginning

of a year of helpfulness and thoughtfulness toward Mother.

(6) Consult with music teacher about presenting the chorus of the popular song, "M-O-T-H-E-R, a Word That Means the World to Me."

(7) Have children read together pages 29-31 of book How We Celebrate Our Spring Holiday.

(8) Discuss with children activities in recognition of Mother's Day. This discussion may lead to a program for mothers, a tea for mothers, or both. Plan with children the activities involved. Consult with music teacher for help.

(9) Make invitation to mothers. Cut tulip stem and leaves unit in one piece from green construction paper. Cut tulip blossoms from flower colored scraps. Cut pots from brown. Glue stem units in place on front of card first then the blossoms and pots. Use pencil with colored lead for printing on front of card and for invitational message.

(10) Have students practice during music class the songs to be sung for mothers

(11) Divide children into groups of activities for the program.
- (a) Present a skit (similar to "Channel MOTHER" in resources).
- (b) Recite poems (see resources).
- (c) Read or tell stories from school reader or library.
- (d) Present folk dance with aid of music teacher.
- (e) Use special talents of children in class.

(12) If a tea is to be presented, discuss and organize plans with children.
- (a) Contact school cooks about making cookies and punch. For expense, each child is asked to bring 10¢. This money is to be earned by doing a certain chore for a week.
- (b) Present lessons on manners leading to being a good host and hostess.

(13) Make Mother's Day card.

(14) Make gift for mothers.

(15) Make carnations for stage and classroom decoration.

5. Arbor Day dates vary from state to state. Some states combine it with Bird Day. Arbor Day was established to encourage people to plant, protect, and preserve trees. Emphasize the care and protection that should be given to trees. Observe living trees, noting shape. Draw or paint impressions of a tree. Write imaginary stories of trees. Each child may pretend to be summer, winter, spring, and fall trees and write some experiences (feelings) that occur in the life of that tree.

6. Memorial Day (originally known as Decoration Day) is a patriotic holiday observed in the majority of states on May 30. It is a day to honor American servicemen who gave their lives for our country. Originally, it was a day to

honor men who died in the Civil War. Northern states celebrate it on May 30. Most of the southern states have their own day for honoring the Confederate dead.

7. Flag Day is observed on June 14 in commemoration of the day on June 14, 1777, that Congress approved and adopted the design for the American flag. In 1776, the Continental Congress appointed a committee (Benjamin Franklin, Thomas Lynch, and Benjamin Harrison) to choose a flag for our country. In 1777, their choice of flag was adopted by Congress. Although there is no documentary evidence to support the Betsy Ross-George Washington story, it is a legend that has been accepted. Emphasize the meaning of the flag, its colors, and the treatment of it.
8. Father's Day is a day celebrated at a time when the school year is normally concluded. For this reason, the study should be presented two or three weeks before school dismisses for summer vacation. This is the time when children can express their thoughts and appreciation to father through the medium of art, music and language. The idea of keeping Father's Day 365 days a year by being helpful and thoughtful should be stressed.
   a. Objectives
      (1) To learn that Father's Day comes on the third Sunday in June and that this is the day we express gratitude and appreciation to father.
      (2) To learn how to be more helpful and thoughtful to father all year around.
      (3) To listen to and enjoy literature associated with Father's Day.
      (4) To enjoy and learn poems and songs about father
      (5) To experience creative expression.
   b. Activities
      (1) Discuss Father's Day and its meaning.
      (2) Read and discuss poem "Father's Day" by Grayce Krough Boller.
      (3) Teacher reads story, "A Surprise for Dad."
      (4) Make a bulletin board - Thoughts about father can be told in picture form; how to be helpful and thoughtful 365 days a year starting on Father's Day. The pictures are the focal point of this design.
      (5) Have music teacher present songs about father.
      (6) Have children read and discuss book, <u>We Help Daddy</u>.
      (7) Present listening and enjoying poems about Father. Have children write creative poem about their fathers.
      (8) Have children make up story about their fathers and illustrate with a picture.
      (9) Have children make bulletin board, "My Father Is...." Each may draw a picture of his father at work. They may be labeled, mounted and displayed on bulletin board.
      (10) Learn appropriate poem about father.

(11) Make Father's Day card.
(12) Make a gift for fathers.

c. Evaluation
(1) Make a check list indicating how each child can be helpful and thoughtful to father every day of the year. This can be mounted and taken home to put up on the child's bedroom wall or bulletin board as a reminder.
(2) Check and review an appropriate poem and song the children can say and sing to father when their card and gift are presented. This is to be done the last week of school.

E. Summer
1. Independence Day is a legal holiday in all states and territories of the United States. It is celebrated on July 4, for it was on this day in 1776 that the Continental Congress adopted the Declaration of Independence. This day commemorates the birth of our great nation. Emphasize the freedom that we have in the United States.
2. Vacations

EVALUATION

EVALUATION

"Evaluation is the key to successful social studies teaching. Without it, the social studies is without a rudder, without a compass"

- J. D. McAulay

To evaluate is to make some determination of the cognitive and affective growth of the student in progressing toward established goals.

Testing and evaluation must be concerned with such behaviors as attitudes, values, and the student's propensity to behave overtly in a desired manner.

Achievement, competence, productivity, etc. (cognitive) are regarded as public matters, i.e. honors placement, recognition, lists, etc. In contrast, one's beliefs, attitudes, values, and personality characteristics (affective) are more likely to be regarded as private matters, i.e. individual growth.

If educators <u>are</u> concerned with such behavioral goals as attitudes, values, and overt behavior in the area of civic competence and responsibility, they must go beyond a mere cognitive assessment of a student's progress in the social studies curriculum.[1]

The Purposes of Appraisal

Grading has played such an important role in American education that the sole purpose of a test has often been viewed as that of providing a grade. Even worse, the concept of evaluation has been equated with the very limited concept of testing for the purpose of

grading. Actually, the purposes of appraisal are many, and these several purposes may require somewhat different appraisal techniques.

The readiness of the students should be determined and the findings related to the expected background.

One important purpose of evaluation is to supply the student with some guidance in the learning process and some practice in ways of thinking. Observation alone is not sufficient. Guidance, both verbal and physical, is needed as well as sufficient practice under conditions that make it possible for the individual to correct his own mistakes or to have them pointed out by the teacher. At this stage of guidance and practice, insistence by the teacher that a grade must be assigned for each task completed may destroy the incentive to achieve mastery. The student simply may settle for meeting each obligation in order to get a satisfactory grade.

Another important purpose is that of self-evaluation. Each student must come to the point of accepting some responsibility for his own accomplishment, for making a personal judgment as to how well he has done, and for deciding whether he personally is satisfied with his achievement.

Another purpose of appraisal is that of providing a grade for the student. Two things are important and should be kept in mind:

1. There are some objectives, especially in the affective realm, which cannot and should not be graded. In many cases, these may be the most important outcomes.

2. That only those objectives which are used in determining the grade may then seem important to the student.

Overemphasis on the grade and the use of appraisal solely for grading will certainly insure the second point.[2]

Evaluating Social Studies Learnings

Evaluation concerns itself with judgments about quality, correctness, adequacy, or appropriateness. Thus, in order to make judgments, one must have in mind standards of expectations. Unless adequate performance can be defined specifically, one cannot judge how nearly students approach it. (What one teacher values and rewards may or may not be valued and rewarded by another.) (Thus the task of evaluating performances becomes a matter of individual teacher judgment and often lacks consistency from one grade to the next.)

Both the maintenance of good educational programs and the improvement of educational procedures require good evaluation. Good evaluation, in turn, can only be made in relation to the goals of instruction. Too often when teachers make tests they forget their goals and remember only the subject matter they used in trying to achieve those goals.[3]

Evaluating Intellectual and Social Skills, Habits and Attitudes

A Sample Checklist:

Skill in interpreting and synthesizing learning through oral or written reports, murals, maps, dramatic play, notebooks;

Skill in working effectively on committees charged with specific responsibilities, such as looking for information, making time lines, preparing scrapbooks;

Skill in acquiring and interpreting concepts from textbooks, supplementary reading material and other sources;

Skill in contributing to the solution of problems raised in discussion;

Constructiveness in assisting in the planning and executing of activities;

Initiative in looking up pertinent information, books, pictures, and so forth and bringing them before the class;

Attentiveness and courtesy in listening to teacher, classmates, guides on trips;

Habit of sticking to the subject and of raising only pertinent comments and questions about the topic under discussion without being diverted by irrelevancies;

Restraint in discussions (absence of interrupting and monopolizing tendencies);

Attitude of open-mindedness when presented with new facts or ideas coupled with desire to check facts and compare sources;

Willingness to give an attentive and courteous hearing to those who may disagree.

Record of Observations

The key to evaluating the aims in the foregoing lists is observation. Most students reveal a great deal about their interests and quality of their learning and their skill in working with others during social studies activities. This is accomplished by taking note of really significant behavior and recording it. One popular medium for such records is a stack of 5 x 8 index cards, one for each student, with his name written at the top. At the end of each day the teacher

glances over the checklist and then runs through the stack of cards. Notes are entered on the cards of children who achieved (or failed to achieve) in some significant way. The teacher will probably write on only a very few cards each day. This method of recording social studies performances is a tremendous help when preparing for parent conferences, report cards, cumulative records, or when reviewing progress with the pupil.

Teacher - Made Tests

Most teachers find it helpful to construct and administer tests. Objective tests are useful in checking the pupil's grasp of facts, understandings, and skills.

Essay tests are most appropriate for testing the pupil's insight, imagination, discernment. Their scoring involves a large amount of subjectivity, but the pupil's answers are important evidence of his ability to draw conclusions from facts and to organize his thoughts.

Both objective and essay tests should be corrected and returned to the pupils for their inspection and for purposes of discussion.

Teachers often feel, mistakenly, that some of their pupils are gaining little from their social studies, and their daily performances and their test scores seem to bear out this impression. The chances are that if the teacher has been reasonably dynamic and systematic the results will become noticeable at a latter period in the child's life.[4]

Daily Evaluation

Verbal evaluation can be accomplished as a quick account of what was accomplished during the daily period, or how two periods tie together to achieve a particular concept.

Written evaluation can follow a field trip. The teacher might ask the students to list three ways in which the factory helps the community. A similar evaluation can be used following the visit of a resource person. Thus the teacher might secure an immediate evaluation of attitude development.

A good social studies unit test should determine how successfully the objectives of the unit have been achieved.

There should be variety in the types of questions used. Three types are suggested; completion, essay, and simple recall.

Too often unit tests for the social studies emphasize facts and memorized knowledge. Too often the test does not evaluate the child's awareness of the social problems he has attempted to solve during the unit, nor does it weigh the attitudes and appreciations, the social behavior he has acquired during the progress of the unit. Often the essay question can partially determine if the child can think through a social problem.

Incidental Evaluation

The teacher should be evaluating, continually, the process and progress of the social studies unit. Some of the items needing continual evaluation might be cooperation, work habits, work projects, etc. One way of evaluating these objectives would be place the objective

to be evaluated on a sheet of paper, headed with the names of the pupils in the group. Brief notations of strengths and weaknesses are noted. Several days later, the teacher refers to the sheet and again makes notations. A comparison of notations should indicate any growth, or lack of growth. This same procedure can be applied to record the growth of individual pupils.[5]

Social studies education concerns itself with three different types of learnings -- the development of understandings (facets, concepts, generalizations, principles), the development of attitudes (feelings toward others, accepting responsibility, love of country and fellowman), and the development of skills (reading a map, thinking critically, solving problems, using references).

Procedures which are appropriate for evaluating one area of development is not necessarily suitable for evaluating another. As a result many different types of evaluative procedures and devices will have to be utilized. It means, too, that evaluation of social studies learnings needs to be done not only during the social studies period but informally at many times when the teacher is able to observe samples of pupil behavior.

Informal and Formal Evaluation

At the primary level, evaluation must rely more heavily upon informal procedures than upon formal ones.

Informal evaluative procedures include discussion, observation, conferences with pupils, checklists, examination of work samples, experience summaries, short teacher-made tests and similar practices.

The teacher who employs informal evaluative procedures must be careful to systematize his observations. Record keeping is essential. Documentary evidence should be available when the teacher is attempting to evaluate pupil progress in social studies learnings through the use of informal procedures.

Informal evaluation is of equal importance to upper elementary and secondary pupils, but more formal evaluation is also possible.

Formal evaluative procedures consist of comprehensive teacher-made tests, commercially prepared tests such as those provided in teacher's manuals, and standardized tests. When teachers construct their own written tests, they should do so with the objectives of the unit before them. Test items should be designed which require the pupils to exercise thought, apply his factual knowledge, and demonstrate understanding of basic ideas and concepts.[6]

Evaluation is an integral, ongoing part of the teacher-learning process. It helps the pupil know how much progress he is making and what he can do to improve his performance. Evaluation helps the teacher to judge the effectiveness of his strategies, and reveals the strengths and weaknesses of his social studies program.

Main Principles

1. Evaluation should indicate pupil growth in terms of thinking, understandings, attitudes, and skills.

2. Evaluation is closely related to the specific goals of the pupils and the teacher.

3. Evaluation should be continuous.

4. Several strategies should be used in evaluating pupil growth.
   a. Observation
   b. Testing
   c. Conferences with pupils and parents
   d. Representative samples of pupils' work
5. The results of evaluation should be recorded.
6. Pupils should be encouraged to evaluate their own progress.
   a. Group evaluation
   b. Individual evaluation
   c. Teacher-pupil evaluation
7. The classroom atmosphere affects evaluation.

Thinking Evaluation

The seven kinds of thinking are based on a system of classifying thinking skills developed by Benjamin S. Bloom and described in his book Taxonomy of Educational Objectives - Handbook I: Cognitive Domain. These are:

1. Remembering (recalling and recognizing)
2. Translation (changing the form)
3. Interpretation (discovering relationships)
4. Application (using knowledge)
5. Analysis (taking apart)
6. Synthesis (putting together)
7. Evaluation (judging)

Many kinds of questions and projects can be devised to measure a pupil's thinking ability. It is important to remember that each pupil,

regardless of his ability, should have opportunities to develop all the thought processes. Needs of individual pupils can be met by devising different questions at each level.

Evaluating Understandings

1. Asking questions phrased in such a way as to determine how well pupils can use facts, concepts, and generalizations, and apply their knowledge to new situations.

2. Problem-solving experiences provide an excellent opportunity for evaluation of understanding of main concepts and generalizations.

3. Discussions can be observed and evaluated:

   a. when you keep the teachers' and pupils' goals clearly in mind

   b. when only a limited number of pupils are involved

   c. when immediate and accurate records are made

Evaluating Attitudes

Observation is perhaps the best way of evaluating pupils' attitudes. Students often reveal a great deal about themselves through their reactions to impromptu situations or in dramatizations and other group activities.

Attitudes can also be evaluated through questioning. A wide variety of questioning techniques may be used including the following:

a. Present statements that express opinions, beliefs, or feelings. Then ask the pupils to express their points of view or attitudes regarding these statements. Pupils should be encouraged to state reasons for their responses.

b. Present pupils with the description of a situation in which various attitudes are revealed, and ask pupils to give their reactions.

c. Present pupils with unfinished statements such as "As a result of studying the problems of cities, I have changed my ideas about --".

Evaluating Skills

Involve the pupil in a situation that requires him to use a skill, and then judge his performance. When evaluating pupils' skills whether by testing or observation, the findings should be recorded. In addition, a collection of representative work samples can show how much progress a pupil has made over a period of time.

Testing

To be valuable as a learning tool, a test should be discussed soon after pupils have taken it. A discussion can help each pupil to recognize his progress or to realize his need to improve. It can motivate him to find out why some of his answers were wrong.

Test results may also indicate ways in which the teacher can improve his social studies program. For example, a large number of incorrect answers for one question may indicate that teaching strategies were ineffective, or too little time was devoted to a topic.[7]

Guidelines to Effective Evaluation

1. Evaluation should be based on a cooperatively developed point of view.
2. Evaluation is an integral part of instruction.
3. Evaluation is a continuing process.

4. Evaluation is a cooperative process.
5. Evaluation is made in terms of the purposes of the program.
6. Evaluation is made in a variety of situations.
7. Use is made of a variety of devices and procedures.
8. Self-evaluation by children is essential.
9. Evaluative data are organized to facilitate interpretation.
10. Interpretation of evaluation is made in terms of each child's development.
11. Evaluative data are put to use.

Decide on the evidence needed, then select and use those devices that will secure it. Some suggested categories are listed below -- others may be added to each category.

Critical Thinking. Tests, observation, group discussion, checklists, charts.

Attitudes. Questionnaires, checklists, scale of beliefs, observation, anecdotal records, recordings, discussion, individual interviews.

Interests. Observation, diaries and logs, interest inventories and checklists, questionnaires, records of activities and use of leisure time.

Concepts and Generalizations. Observation of use, group discussion, tests, samples of written work.

Functional Information. Tests, charts, discussion, observation, samples of work.

Group Processes. Observation, group discussion, charts, checklists, sociograms.

Types of devices commonly used to promote self-evaluation by children include the following:

1. Group discussions and interviews;
2. Samples of the child's work gathered through the term;
3. Work standards cooperatively developed by the group and placed on charts;
4. Checklists made by the individual or group;
5. Scrapbooks made by each child;
6. Diaries or logs containing examples of ways in which the child has been cooperative, shown concern for others, and so forth;
7. Recordings of discussion, reporting, singing, and so forth;
8. Graphs kept by each child.

In so far as possible, evaluative instruments selected for use in the social studies should meet the following criteria:

Validity. Measure what they purport to measure.

Reliability. Measure consistently and accurately.

Objectivity. Give similar results even though used by different persons.

Practicality. Easy to administer and do not require the expenditure of unreasonable amounts of time and money.

Relatedness. Related to the social studies program (sometimes referred to as curricular validity).

Usefulness. Contribute evidence which can be put to use.

Appropriateness. Related to the level of development of the group with which they will be used and fit into the over-all program of evaluation.

Descriptiveness. Give evidence that describes the behavior of children.[8]

Teacher Self-Appraisal in the Social Studies

1. Is the classroom climate or atmosphere one that enhances and fosters the growth of skills and abilities in human relationships? (As evidenced by sincere friendliness, mutual helpfulness, and good will among pupils and between pupils and teacher; absence of hostility, rude remarks, and ill feelings; presence of a "we" feeling among pupils, pride in the classroom and the work of the class; good class spirit; absence of strong in-grcups or cliques; absence of nervousness, emotional upsets or outbursts, impulsive behavior as a result of tension, pressure or insecurity.)

2. Is there a good balance among outcomes dealing with the development of knowledge and understandings, attitudes, and skills? (Is the major instructional effort directed toward fact-gathering or is there concern for developing meanings that underlie facts? Does the program emphasize subject matter and the social development of children or does it emphasize one at the expense of the other? What ways are used to develop children's attitudes? Are skills taught in a systematic and functional way? Are children applying what they are learning to their everyday lives? What evidence is there that the teacher evaluates not only subject-matter outcomes, but attitudes and skills as well?)

3. What provisions are made to accomodate the wide range of individual differences known to exist in unselected grade groups? (Is there variety in reading materials, in classroom activities, in quality and quantity of required work, in the level of difficulty of ideas, and in the supervision of the children's work? Are differences accepted by the teacher? Does each child make some contribution to the work of the class? Is every child given some recognition for work well done? Are standards of acceptability or excellence of work determined on an individual basis or must all pupils measure up to a single standard? How does the program help meet the particular needs of the pupils in the class?)

4. Is the social studies program designed in such a way as to relate to the out-of-school lives of children? (Are children encouraged to talk about their interests, problems, and concerns? Does the teacher make use of community resources and local resource persons? Is the teacher considering growth and development characteristics of children in planning social studies experiences? Does the teacher draw on the experiences of children in planning and teaching the social studies? In what ways does the social studies program make a difference in the lives of the children?)

5. What evidence is there that the children are growing in their ability to use democratic processes and procedures? (Are opportunities provided for children to develop self-control, self-evaluation, cooperative planning abilities? Do children share in planning and some specifics of the unit? Do children go about their work in responsible ways? Does the class become disorderly and boisterous when the teacher

is not supervising it closely? What specific instances can be cited to show that children are developing concern for others, respect for property, attitudes of acceptance, respect for American ideals, self-direction?)

6. Is the instructional program conceptually oriented with a focus on basic organizing ideas? (Does the unit deal with a broad topic with concepts relating to several of the social sciences, or is it a single subject-matter unit, such as history or geography? Are children able to participate in unit activities both intellectually and physically? Is a wide variety of instructional resources drawn on or is there heavy dependence on a single textbook? Are children given opportunities for planning and evaluating each day? Are there many opportunities for discussing and sharing ideas and information? Are activities and tasks problem-oriented? Do children know what the problems are? Does the teacher employ appropriate inquiry procedures?)

7. Are studies conducted in sufficient depth to allow pupils to gain a reasonable degree of understanding of the topics studied? Do pupils have time to reflect on topics studied and come to some conclusions themselves? To what extent does the program deal only with descriptive information? Does the teacher feel compelled to "cover" the book or does he develop selected units thoroughly?)

8. What changes in pupil behavior indicate that the goals and purposes of the program are being achieved? (Are a wide variety of techniques and devices used to evaluate pupil growth in social studies? Does pupil behavior in and out of the classroom indicate growth in human relations skills and abilities? In what way?)[9]

Evaluation in the Social Studies

"How do I know whether I have taught anybody anthing?" That is a question any teacher worthy of that title asks himself frequently.

Evaluation is a very broad term and not to be confused with measurement, which is a more limited word restricted to the more definitive process by which we obtain relatively objective data, usually through standardized tests.

Since factual knowledge is the easiest to evaluate, many teachers limit their evaluation to this phase of social studies teaching. An affective program of evaluation should include a wide range of devices, from observation to test items on skills, from role-playing to conferences with students and parents, and from diaries and personal inventories to standardized tests. Only by such a comprehensive program can the wide range of goals be probed.

Teachers should not be discouraged because of the problems involved in evaluation. It is the most difficult aspect of social studies teaching.[10]

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